

# World War II (1939-1945)

## A. IDENTIFYING KEY TERMS, PEOPLE, AND PLACES

Match the descriptions in Column I with the names in Column II. Write the letter of the correct answer in each blank. You will not use all the names. (16 points)

### Column I

- \_\_\_\_\_ 1. Fascist party leader who became dictator of Italy
- \_\_\_\_\_ 2. leader of the Nazi party in Germany
- \_\_\_\_\_ 3. leader of the Soviet Union during World War II
- \_\_\_\_\_ 4. British prime minister during World War II
- \_\_\_\_\_ 5. American general who commanded Allied forces in the D-Day invasion
- \_\_\_\_\_ 6. top American general and Army Chief of Staff during World War II
- \_\_\_\_\_ 7. general who became prime minister of Japan
- \_\_\_\_\_ 8. President who authorized the dropping of the atomic bomb during World War II

### Column II

- a. Hideki Tojo
- b. Adolph Hitler
- c. Joseph Stalin
- d. Chester Nimitz
- e. George Marshall
- f. Harry S. Truman
- g. Winston Churchill
- h. Benito Mussolini
- i. Dwight D. Eisenhower
- j. Jiang Jieshi

## B. IDENTIFYING MAIN IDEAS

Write the letter of the correct answer in the blank provided. (40 points)

- \_\_\_\_\_ 9. What did Italy, Germany, and Japan have in common in the 1930s?
  - a. They overturned traditional governments and established democracies.
  - b. They were economic giants and together controlled world trade.
  - c. They sought to solve their nations' problems through conquest.
  - d. They angered other nations by their persecution of the Jews.
- \_\_\_\_\_ 10. Which was part of American policy during the early years of World War II?
  - a. denouncing Britain and France for declaring war on Germany
  - b. following a foreign policy of appeasement
  - c. remaining neutral while making war supplies available to Britain
  - d. terminating all trade agreements with warring nations
- \_\_\_\_\_ 11. What prompted the United States to enter the war in 1941?
  - a. the imprisonment of Jews in German concentration camps
  - b. the Japanese attack on Pearl Harbor
  - c. the pact that the Soviet Union signed with Germany
  - d. Germany's invasion of the Rhineland

**TEST FORM A**

(continued)

12. Which of the following best describes "code talkers"?
- a. aides to Roosevelt and Churchill who relayed messages between the leaders
  - b. German Americans who served as translators for the Allies
  - c. women who worked as airfield control tower operators
  - d. Navajo radio operators who helped secure communications in the Pacific
13. Which of the following took place on D-Day?
- a. the last fight to get American supplies across the Atlantic to Britain
  - b. the first British and American landings in North Africa
  - c. the start of the Allied invasion of Italy
  - d. the landing of Allied forces on France's Normandy coast
14. In what part of the world were the battles of the Coral Sea, Midway, and Guadalcanal fought?
- a. the Atlantic
  - b. the Pacific
  - c. the Asian mainland
  - d. the Italian peninsula
15. Which of the following best describes Japanese *kamikazes*?
- a. one-man submarines that attacked American ships at Pearl Harbor
  - b. guerrilla fighters who hid in caves on the Pacific islands
  - c. bomb-loaded planes whose pilots deliberately crashed into targets
  - d. guards at the prisoner-of-war camps operated by the Japanese
16. What finally brought an end to World War II?
- a. a massive Soviet invasion of the Japanese islands
  - b. the appeasement of Germany
  - c. a U.S. naval blockade of Japan
  - d. the dropping of atomic bombs on Hiroshima and Nagasaki
17. What is the term used to describe Nazi Germany's systematic annihilation of European Jews?
- a. blitzkrieg
  - b. the Holocaust
  - c. Kristallnacht
  - d. the Manhattan Project
18. Who was tried at the Nuremberg Trials?
- a. Japanese generals accused of war crimes
  - b. Soviet soldiers who had helped capture Berlin
  - c. members of the War Refugee Board
  - d. Nazi leaders accused of crimes against humanity

**C. CRITICAL THINKING**

Answer the following questions on the back of this paper or on a separate sheet of paper. (22 points)

19. **Recognizing Cause and Effect** What factors motivated Italian, German, and Japanese leaders to pursue aggressive foreign policies in the 1930s?

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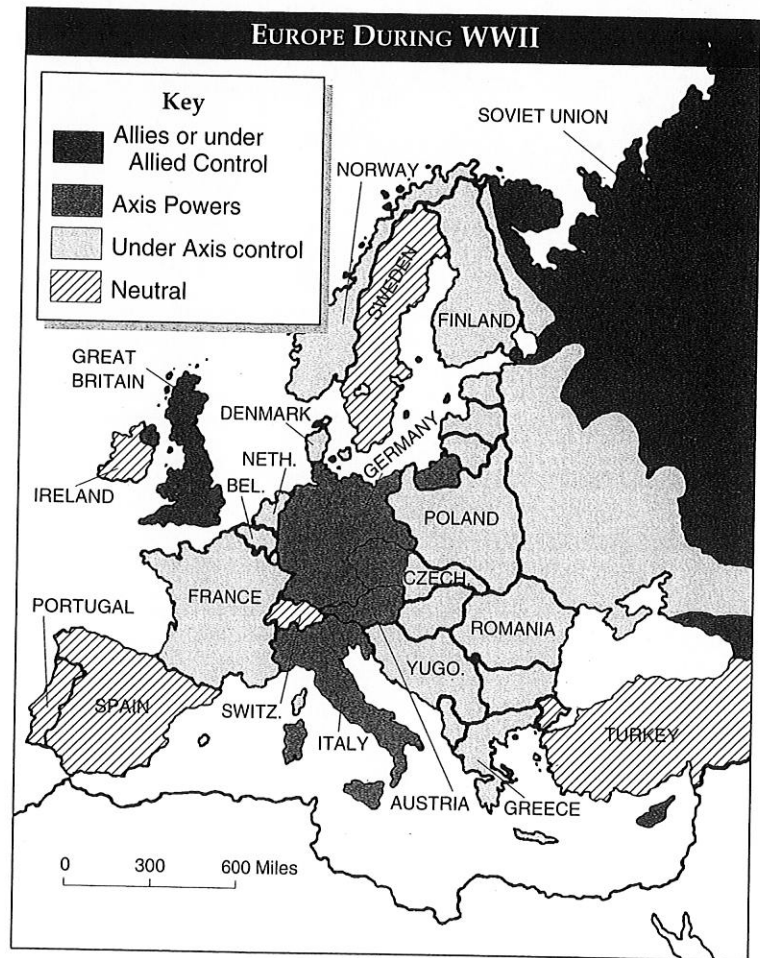
**TEST FORM A**

- 20. Demonstrating Reasoned Judgment** Do you think the Allies would have won World War II without the aid of the United States? Explain.

### D. INTERPRETING A MAP

Use the map to answer questions 21-23. Write your answers on the back of this page or on a separate piece of paper. (12 points)

21. Which countries remained neutral during World War II?
22. How did Britain's location help that nation to avoid a German invasion?
23. Why might it have been a mistake for Germany to have broken its pact and invaded the Soviet Union?



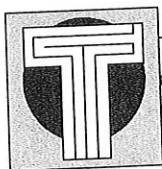
### E. ANALYZING A DOCUMENT

The following excerpt comes from a letter that the Chief of Naval Personnel sent to U.S. Navy commandants in June 1945. It deals with a new order to send black and white recruits to the same training camps. Study the excerpt and then answer questions 24-25 on the back of this page or on a separate piece of paper. (10 points)

...[The] Recruiting and Induction Service has been instructed to assign Negroes to Recruit Training Centers on the same basis as whites. The purpose of this change of policy is to obtain more complete utilization of all personnel and facilities.

It is recognized that this policy is at variance with some individual ideas and attitudes. However, at activities where similar experiences have been encountered and met with intelligent and forceful planning and leadership, the results have been satisfactory....

24. Why was the policy changed?
25. To what "individual ideas and attitudes" do you think the writer was referring?

**TEST FORM B****World War II (1939-1945)****CHAPTER  
24****A. IDENTIFYING KEY TERMS, PEOPLE, AND PLACES**

Complete each sentence in Column I by writing the letter of the correct term from Column II in the blank. You will not use all the terms. (16 points)

**Column I**

- \_\_\_\_\_ 1. The term \_\_\_\_\_ refers to a political philosophy that places the importance of the nation above the value of the individual.
- \_\_\_\_\_ 2. In the 1930s, Britain and France tried to prevent war by following a policy of \_\_\_\_\_, giving in to some of Germany's demands.
- \_\_\_\_\_ 3. The term \_\_\_\_\_ means "lightning war" and refers to Germany's tactic of striking quickly and deeply into enemy territory.
- \_\_\_\_\_ 4. The \_\_\_\_\_ authorized the President to aid any nation whose defense was seen as vital to American security.
- \_\_\_\_\_ 5. The \_\_\_\_\_, principles agreed to by Roosevelt and Churchill, would later form the basis for the United Nations.
- \_\_\_\_\_ 6. During World War II, American soldiers called themselves \_\_\_\_\_.
- \_\_\_\_\_ 7. The term \_\_\_\_\_ refers to Nazi Germany's systematic annihilation of European Jews.
- \_\_\_\_\_ 8. Roosevelt organized the top secret \_\_\_\_\_ to develop the atomic bomb.

**Column II**

- a. Manhattan Project
- b. GIs
- c. appeasement
- d. Holocaust
- e. Atlantic Charter
- f. fascism
- g. Lend-Lease Act
- h. blitzkrieg
- i. Kristallnacht
- j. anti-Semitism

**B. IDENTIFYING MAIN IDEAS**

Write the letter of the correct ending in the blank provided. (40 points)

- \_\_\_\_\_ 9. During the 1930s, Hitler, Mussolini, and the military leaders of Japan
  - a. had a monopoly on world trade.
  - b. began invading neighboring lands.
  - c. organized the League of Nations.
  - d. bolstered national pride by calling for free elections.
- \_\_\_\_\_ 10. During the early years of World War II, the United States
  - a. organized several peace talks between the Allies and the Axis powers.
  - b. stopped trading with all nations at war.
  - c. tried to remain neutral while supplying weapons to Britain and France.
  - d. sent military and economic aid to all nations at war.
- \_\_\_\_\_ 11. Americans fought to keep German submarines from isolating Great Britain in
  - a. the Battle of Midway.
  - b. the Battle of the Atlantic.
  - c. the Battle of the Coral Sea.
  - d. the Battle of Stalingrad.

(continued)

**TEST FORM B**

- \_\_\_\_\_ 12. The Japanese attack on Pearl Harbor
- a. prompted the United States to enter the war.
  - b. marked the final Japanese victory of the war.
  - c. did not cause significant damage to American warships or planes.
  - d. led directly to the liberation of the Philippines.
- \_\_\_\_\_ 13. V-E Day, May 8, 1945, marked
- a. the start of the largest landing by sea in history.
  - b. the Allied attack on North Africa.
  - c. the end of the war in Europe.
  - d. the end of the war in the Pacific.
- \_\_\_\_\_ 14. With the words "I shall return," General Douglas MacArthur promised to come back to
- a. the Philippines.
  - b. France.
  - c. Pearl Harbor.
  - d. the Soviet Union.
- \_\_\_\_\_ 15. An important strategy used by American forces in the Pacific was
- a. *blitzkrieg*.
  - b. island-hopping.
  - c. *kamikaze* attacks.
  - d. the Bataan Death March.
- \_\_\_\_\_ 16. After the United States dropped atomic bombs on Hiroshima and Nagasaki,
- a. the Soviet Union allied itself with Japan.
  - b. the League of Nations was created to end global war.
  - c. the Allied powers divided Japan into peace-keeping zones.
  - d. Japan accepted American terms for surrender.
- \_\_\_\_\_ 17. In 1935, the Nazis passed the Nuremberg Laws to
- a. send political prisoners to labor camps.
  - b. strip Jews of their German citizenship.
  - c. end the requirement that Jews carry identity cards.
  - d. outlaw the activities of Communists in Poland.
- \_\_\_\_\_ 18. People considered by the Nazis to be "undesirable" were
- a. imprisoned in concentration camps.
  - b. forced to join *Einsatzgruppen*.
  - c. offered automatic refuge in the United States.
  - d. placed in war refugee camps.

### C. CRITICAL THINKING

Answer the following questions on the back of this paper or on a separate sheet of paper. (22 points)

19. **Making Comparisons** What similar strategies did leaders in Germany, Italy, and Japan use to transform their nations into strong world powers?
20. **Identifying Alternatives** What were some alternatives to using the atomic bomb against Japan? Do you think any of these alternatives would have been better than the action taken? Explain why or why not.



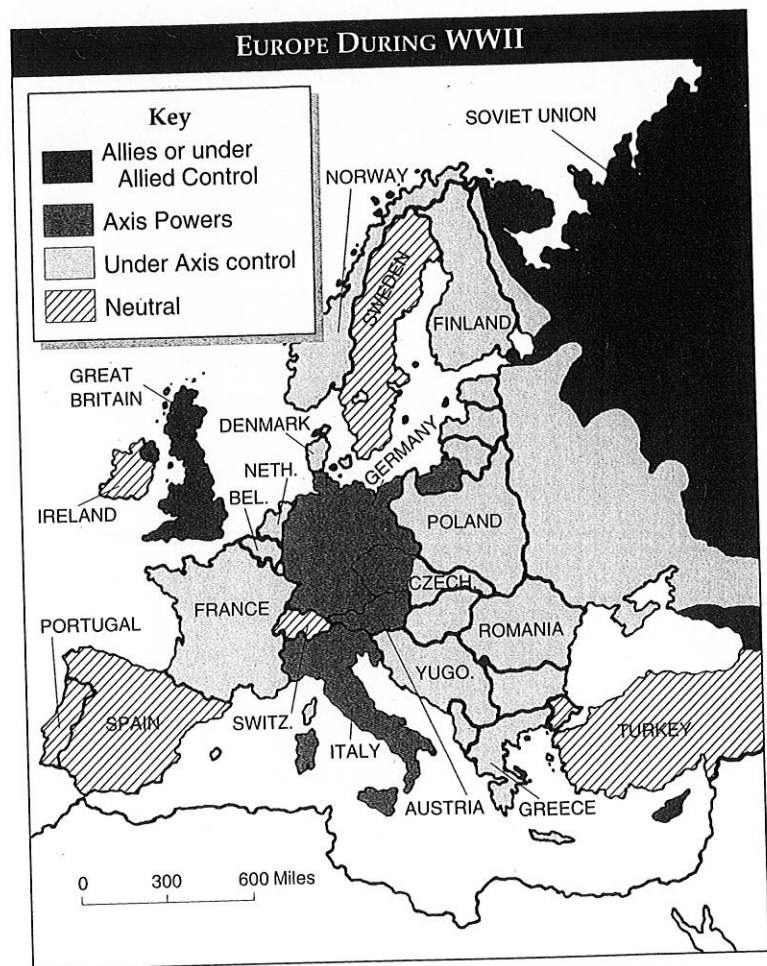
**TEST FORM B**

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**CHAPTER  
24****D. INTERPRETING A MAP**

Use the map to answer questions 21-23. Write your answers on the back of this page or on a separate sheet of paper. (12 points)

21. Which parts of Europe were under Axis control?
22. How did geography help Great Britain remain free of Axis control?
23. What status did Spain, Sweden, and Turkey have during World War II?

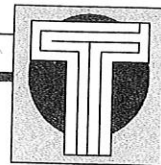
**E. ANALYZING A DOCUMENT**

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...[The] Recruiting and Induction Service has been instructed to assign Negroes to Recruit Training Centers on the same basis as whites. The purpose of this change of policy is to obtain more complete utilization of all personnel and facilities.

It is recognized that this policy is at variance with some individual ideas and attitudes. However, at activities where similar experiences have been encountered and met with intelligent and forceful planning and leadership, the results have been satisfactory....

24. How do you know that the writer of the letter expected the new policy to cause problems?
25. What did the writer suggest would solve these problems?



## World War II at Home (1941-1945)

**A. IDENTIFYING KEY TERMS, PEOPLE, AND PLACES**

Match the descriptions in Column I with the terms in Column II. Write the letter of the correct answer in each blank. You will not use all the terms. (16 points)

**Column I**

- \_\_\_\_\_ 1. vessels built in the United States that usually carried troops or war supplies
- \_\_\_\_\_ 2. work stoppages organized by workers and not endorsed by unions
- \_\_\_\_\_ 3. government savings notes bought by Americans to help finance World War II
- \_\_\_\_\_ 4. home projects that raised vegetables during World War II
- \_\_\_\_\_ 5. image used to attract women to the wartime work force
- \_\_\_\_\_ 6. status derived from length of service in a job
- \_\_\_\_\_ 7. effort launched to win both the war overseas against the Axis powers and the war at home for racial equality
- \_\_\_\_\_ 8. centers in remote inland areas where Japanese Americans were confined during World War II

**Column II**

- a. internment camps
- b. war bonds
- c. rations
- d. "Double V" campaign
- e. wildcat strikes
- f. victory gardens
- g. U-boats
- h. Rosie the Riveter
- i. seniority
- j. Liberty ships

**B. IDENTIFYING MAIN IDEAS**

Write the letter of the correct answer in the blank provided. (40 points)

- \_\_\_\_\_ 9. Why did President Franklin Roosevelt create the Office of War Mobilization?
  - a. to replace the Office of Price Administration
  - b. to centralize agencies dealing with war production
  - c. to build up wartime morale
  - d. to reduce the government's role in war production
- \_\_\_\_\_ 10. How did the government seek to guarantee profits for businesses engaged in war production?
  - a. by rationing scarce resources
  - b. by freezing prices of all consumer goods
  - c. by establishing the "cost-plus" system for military contracts
  - d. by reducing deficit spending
- \_\_\_\_\_ 11. Which of the following was an example of deficit spending during the war?
  - a. raising taxes to finance government programs
  - b. using a "pay-as-you-go" method of collecting income taxes
  - c. freezing prices to head off inflation
  - d. using borrowed money to finance war production

**TEST FORM A** (continued)**CHAPTER  
25**

- \_\_\_\_\_ 12. What prevented Americans from spending the high wages they earned in wartime jobs?
- a. shortages of consumer items
  - b. fear of going into debt
  - c. desire to build up savings after the hardships of the Depression
  - d. inflated prices for consumer goods
- \_\_\_\_\_ 13. What was the overriding goal of the Office of War Information?
- a. to introduce mass production techniques into shipbuilding
  - b. to develop codes that the enemy could not decipher
  - c. to boost morale and patriotism on the home front
  - d. to set up a system of rationing
- \_\_\_\_\_ 14. Which of the following best describes women who went to work during wartime?
- a. young and unmarried
  - b. primarily African American
  - c. white and middle class
  - d. of all ages and ethnic and economic backgrounds
- \_\_\_\_\_ 15. In general, how did women's status compare with that of men in the war production work force?
- a. Women were paid less for the same work.
  - b. Women were paid more for the same work.
  - c. Women were granted more seniority.
  - d. Women received equal work for equal pay.
- \_\_\_\_\_ 16. Which statement best describes the effect the war had on racial conditions in the United States?
- a. It highlighted the injustice of racism in the country.
  - b. It brought about an end to the Jim Crow system.
  - c. It improved race relations in the northern and western cities.
  - d. It improved conditions only for Mexicans and Native Americans.
- \_\_\_\_\_ 17. Which was true of the North during the war years?
- a. The Jim Crow system was as strong as it was in the South.
  - b. There was no legal or actual segregation.
  - c. African Americans faced discrimination in employment, housing, and education.
  - d. African Americans received preferential treatment from government agencies.
- \_\_\_\_\_ 18. What led the government to evacuate Japanese Americans from the West Coast?
- a. long-held prejudice, and fears inflamed by the Japanese attack on Pearl Harbor
  - b. terrorist attacks by immigrants living on the West Coast
  - c. fear for the safety of Japanese Americans on the West Coast
  - d. refusal of the Nisei to accept United States citizenship

**C. CRITICAL THINKING**

Answer the following questions on the back of this paper or on a separate sheet of paper. (22 points)

19. **Identifying Assumptions** The Supreme Court ruled in *Korematsu v. United States* that the wartime internment of Japanese Americans was justified



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**TEST FORM A**

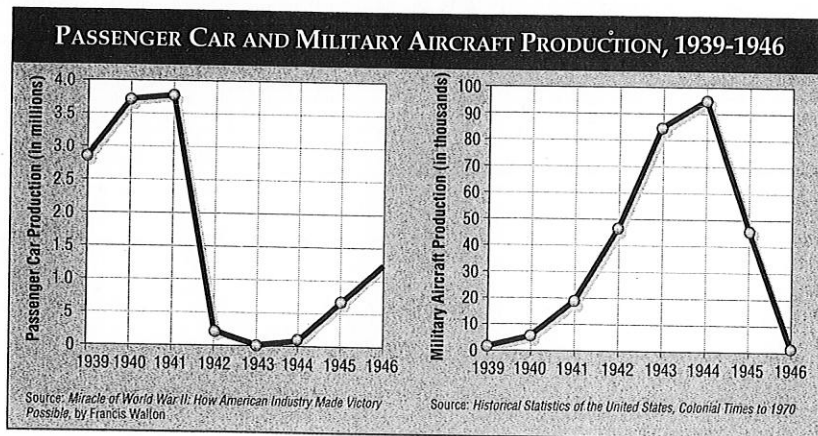
because of "the military urgency of the situation." What assumptions might have influenced the Court's decision?

- 20. Distinguishing False from Accurate Images** Was the image of Rosie the Riveter a false or accurate representation of women doing war production work? Explain your answer.

### D. INTERPRETING GRAPHS

Use the graphs below to answer questions 21-23. Write your answers on the back of this page or on a separate sheet of paper. (12 points)

- 21.** Between which two consecutive years did production of passenger cars undergo the steepest drop?
- 22.** About how many military aircraft were produced in 1944?
- 23.** What was the general relationship between auto production and military aircraft production in the war years?



### E. ANALYZING A DOCUMENT

Use this poster showing a man in the military and a farmer during World War II to answer questions 24-25. Write your answers on the back of this paper or on a separate sheet of paper. (10 points)

- 24.** What was the main idea expressed by the poster?
- 25.** According to the poster, in what way were overalls like a military uniform?

